

DEPARTMENT OF EDUCATION
OFFICE OF TEACHER QUALITY, SPECIAL EDUCATION AND EARLY LEARNING-
SPECIAL EDUCATION PROGRAMS
Bowdle School District
Accountability Review - Monitoring Report 2011-2012

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Date of On Site Visit: January 3, 2011

Date of Report: January 31, 2012

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or

- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION

ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

- A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:
 - Whether the child is a child with a disability; and
 - The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum;
- The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Corrective Action:

Prong 1: District needs to correct each individual case of noncompliance.

Through interview and a review of student records, the monitoring team noted that skill-based assessments were not administered in all areas of suspected disability.

Student:	Required Action:	Data to be Submitted:
Student # 3 This student was identified on child count under the category of Specific Learning Disability. Evaluation results revealed a significant discrepancy between ability and achievement in the areas of written expression, listening comprehension, and oral expression. However, skill-based data primarily addresses math, with one strength and weakness noted for reading and behavior, and one needed skill in writing.	The district must initiate reevaluation procedures to review existing data and determine what evaluation data is needed to support the suspected disability category. Prior notice/consent and parent input into the evaluation must be documented. The evaluation process must be completed within 25 school days unless other timelines are agreed upon. Upon completion of the evaluation process, an IEP team meeting will be scheduled using meeting notice procedures. The IEP will meet to review the evaluation results, make eligibility decisions, and complete the eligibility determination document.	The following documentation must be submitted: <ol style="list-style-type: none"> 1. Prior notice/consent for evaluation 2. Copies of all evaluation reports 3. Prior notice for eligibility determination meeting 4. Determination of eligibility/MDT document
Timeline for Completion: March 1, 2012		

2. GENERAL SUPERVISION

ARSD 124:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
- A statement of measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and to meet each of the student's other educational needs that result from the student's disability;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
 - To advance appropriately toward attaining the annual goals;
 - To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
 - To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
- The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications.

Corrective Action:

Prong 1: District needs to correct each individual case of noncompliance.

Through a review of student records, the monitoring team identified one student whose special education program is not designed to provide her with educational benefit based upon the disability.

Student:	Required Action:	Data to be Submitted:
Student # 3 This student was identified on child count under the category of Specific Learning Disability. #3 met the discrepancy criteria in the areas of written expression, listening comprehension, and oral expression. However, each of these areas is not addressed with strengths and needs in the present levels of performance. Consequently, there are no goals and/or services in all skill areas affected. Additionally, the IEP does not adequately address how the disability affects progress in the general curriculum, the location of services is not clearly defined, and the amount of services needed in each skill area is not specific.	The IEP team must meet to develop an IEP that addresses the student's needs that result from the adverse educational impact of the disability. The IEP must include a statement of how the disability affects general education performance and clearly define the frequency, location, and duration of services in each skill area affected by the disability.	The documentation submitted for General Supervision #1 above will be reviewed. Please also submit the newly developed IEP.
Timeline for Completion: March 1, 2012		

Prong 2:**Required Action:**

The district must review and revise current policy, procedure and practice regarding conducting comprehensive evaluations and developing an IEP that provided educational benefit.

Data To Be Submitted:

The district must submit the following documentation for one student who has been initially evaluated or reevaluated since the on-site review:

1. Referral/documentated review of existing data,
2. Prior notice/consent for evaluation,
3. Copies of **all** evaluation reports,
4. Prior notice for eligibility determination meeting,
5. Determination of eligibility/MDT document, and
6. Current IEP

Timeline for Completion: Submit documentation by May 15, 2012 to the team leader.

Date:**Status Report:****State Performance Plan – Performance Indicators****Indicator 3 – Participation/Performance on Assessment**

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

District Policy, Procedure, and Practice:

The District met the SYP objectives for progress and achieved a 100% participation rate compared to the State target of 92%. Due to the size of the District, the students who need extra support are easily identified.